

Olney Middle School



SEND Policy

September 2020

Agreed by GTAF

Review by date: 09/2021

The policy is scheduled for review, as per the above date however if there are legal or statutory changes the policy will need to be reviewed

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Olney Middle School

Special Educational Needs and Disability Policy

Reviewing the policy

This policy was agreed in September 2016 and will be reviewed annually; next review date will be September 2021.

1.1 High aspirations and expectations for children with SEND at Olney Middle School

Olney Middle School is a Foundation School where every teacher is committed to offering all pupils access to a high quality education through a challenging, broad and balanced curriculum, which develops attitudes of mutual respect and responsibility. All children are entitled to an education that enables them to make progress so that they:

- achieve their best,
- become confident individuals living fulfilling lives, and
- make a successful transition into the next stages of education and onwards into adulthood.

1.2 Legislative Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability code of practice: 0 to 25 (June 2014)
- Schools SEN Information Report Regulations 2014
- Ofsted SEND Review 2010 “A Statement is not enough”
- Education Bill 2011
- Ofsted Section 5 Inspection Framework January 2014
- Olney Middle School’s Policy on Supporting Pupils at school with medical conditions Dec 2014
- Olney Middle School’s Policy on Safeguarding (June 2015)

1.3 Contact Details for the SENCo at Olney Middle School

See Appendix 1 detailing contact details for SEND at Olney Middle School

2.1 Aim

At Olney Middle School we will raise the aspirations of and expectations for all pupils with Special Educational Needs and/or a Disability. The school will focus on the outcomes for the pupils and the progress they make every term and every year not just on the support that is provided to them.

2.2 Objectives

- To identify and provide for pupils who have special educational needs and additional needs,
- To work within the guidance of the SEND Code of Practice 2014,

- To ensure the provision for each pupil with SEND will be personalised to their specific needs and will be developed in collaboration with the pupil and their parents.
- To provide support and advice for all staff working with pupils that have a Special Educational Need or disability.

3.1 Special Educational Needs and Disability(SEND)

A pupil is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her and if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

3.2 Broad areas of need

In accordance with the SEND Code of Practice 2014 four broad areas of need have been identified to ensure that the school identifies what action is required without fitting a pupil into a category. Whenever a detailed assessment of need is undertaken it will identify the full range of the pupil needs, not simply the primary need. At the same time the school will take into account all of the pupil's particular strengths and needs. The school will seek to address any needs using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

3.3 The Four Broad Areas of need consist of:

3.3.1 Communication and interaction

Including children with speech, language and communication needs (SLCN) where they have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This category can include children with ASD, including Autism.

3.3.2 Cognition and learning

Including children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.3.3 Social, emotional and mental health difficulties

Including children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These may include disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

3.3.4 Sensory and/or physical needs

Including children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These may include children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. It may also include some children with a physical disability (PD) that require additional ongoing support and equipment to access all the opportunities available to their peers.

3.4 Not SEND

There are some instances where a pupil is not making the expected progress which is not related to SEND. These instances may include:

- Attendance and Punctuality
- Health and Welfare
- EAL – English as Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Children from Traveller Families or those moving into the locality for short durations.

These situations alone mean the pupil is not to be managed in accordance with the SEND Policy.

4.0 SEND Information Report (Schedule 1 Regulation 51)

4.1 The Kinds of special educational needs for which provision is made at school

At Olney Middle School we monitor the progress of all pupils. Some children and young people with SEND can be identified at birth, whereas other difficulties only become evident as children grow and develop. When a difficulty is identified we will distinguish between pupils who may need some support within the classroom with a differentiated curriculum, to those pupils with Special Educational Needs and /or a Disability.

For those children identified as having a Special Educational Need and/or Disability we will listen to them and their parents /carers and will identify any barriers to learning using our knowledge and understanding of the four broad areas of need. In consultation with parents / carers we will decide whether SEND support is required and carry out further assessment to identify the nature of their child's difficulties and their barriers to learning.

4.2 Information about the school's policies for identification and assessment of pupils with SEND.

In addition to 4.1 at Olney Middle School we listen to the advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches. All teaching and support staff receive guidance in relation to identifying

pupils that have SEND and there are clear processes for staff and parent / carers to raise concerns regarding a pupil's progress and learning.

We use a range of appropriate screening and assessment tools to identify needs and gather evidence of a pupil's needs. When appropriate, we will seek advice from advisory services and outside agencies including: Speech and Language Service, Specialist Teachers, Educational Psychology Service or CAMHS. At Olney Middle School there is a designated SENCo who is responsible for co-ordinating SEND provision. This post holder is working towards the appropriate qualifications and support to ensure they fulfil this role.

At Olney Middle School we will identify the nature of each pupil's SEND needs because sometimes a child can have needs in more than one area which requires an individualised approach. Pupils and parents/carers will be informed if we are making special educational provision and there will be an opportunity for all to provide feedback on the provision. This feedback is normally during the termly SEND Parent's Evening, but can be made directly to the Class Teacher or SENCo at other times as necessary.

In addition, we regularly review the SEND register at Olney Middle School to ensure it is up to date and accurate.

4.3 Information about how the school will make provision for pupils with Special Educational Needs with or without EHC Plans

4.3a How the school evaluates the effectiveness of its provision for pupils with SEND.

Olney Middle School has clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to performance management systems. In addition, we regularly review and evaluate the effectiveness of SEND provision through measuring progress and attainments of our pupils with SEND. This information forms part of the Annual Report on SEND that is reported to the Governing body. The SEND Governor is involved in all aspects of SEND provision at Olney Middle School and is involved monitoring and evaluating its effectiveness.

4.3b Arrangements for assessing and reviewing progress for pupils with SEND

At Olney Middle School we measure all children's progress in learning against National and age related expectations and communicate this with the parents. The class teacher is responsible for pupil progress in his/her own class, and continually assesses each child, noting areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6 using a variety of different methods (see current Assessment Policy). To ensure the data used is robust it is gathered by triangulating evidence, including data analysis, discussion with pupil/staff, observations and learning walks.

Children who are not making expected progress are identified through Pupil Progress Review meetings. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If a pupil is discussed at one of these meetings then parents/carers will be informed of any changes to the support given to assist their child in their learning.

If a pupil is on the SEND register they will have a Pupil Support Plan and a meeting will be held with their parents/carers each term to discuss the progress they have made against each target. If they meet their targets then new ones will be agreed. However, if they do not, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. Year teams will monitor the progress of additional support on a bi-weekly basis during team meeting to continually evaluate the effectiveness of the provision being delivered. If the pupil has complex SEND they may have an Educational Health Care Plan, an additional formal meeting will take place annually to discuss their progress and a report will be written. We offer an open door policy where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how their child is progressing. We can offer advice and practical ways that parents/carers can help the child at home.

At Olney Middle School we believe that a child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if the child has complex needs. We can operate a home / school link book which the child will bring home regularly so that comments from parents and teacher can be shared and responded to when appropriate.

4.3c Teaching pupils with special educational needs.

Olney Middle School provides targeted classroom teaching known as Quality First Teaching, which will ensure all pupils access high quality teaching which takes account of pupil's differing needs. It is the responsibility of the school to meet all special educational needs for their pupils. For all pupils this will mean:

- The teacher has the highest possible expectations for all the pupils in their class.
- All teaching is based on what the child already knows, can do and can understand
- Different ways of learning are in place so that the children are fully involved in learning in class. This may involve using more practical learning strategies.
- The teacher will have checked on all children's progress through baseline assessments (See current Assessment Policy).
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met with appropriate differentiation. Individuals with complex needs will receive a bespoke, tailored and personalised approach.
- Specific strategies (which may have been suggested by the SENCo or outside agencies) will be put in place to support all children with SEND to learn.
- In addition, when a pupil has been identified as needing extra support they may participate in interventions which take place outside of the classroom. The interventions target specific gaps to enable each child to make progress and will be documented in a Pupil Support Plan. A Provision Map specifically shows the main learning areas that will be targeted to make an improvement and what support is available to help them.

4.3d Adapt curriculum and learning environment

At Olney Middle School we regularly monitor every child's progress and where appropriate will adapt curriculum and learning methodologies.

4.3e Additional support for learning that is available to pupils with SEND

We recognise that some children will require additional support which could take the form of small intervention groups, one-to-one coaching or learning through play.

4.3f Additional Activities

In accordance with the Equality Act 2010 we promote the positive health and wellbeing of each child by supporting them to access extra-curricular activities. For this reason all children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas being provided in school.

4.3g Wellbeing Support for children with SEND

We apply all the principles within the current Safeguarding Policy to support the well being of children with SEND.

We regularly review our SEND, anti-bullying and behaviour policies and have established processes to facilitate feedback from all pupils, including pupils with SEND through pupil forums, and the school council. Where appropriate we seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental health and social development. As the class teacher has overall responsibility for the pastoral, medical and social needs of every child in their class; they are therefore the parent's first point of contact. If further support is required the class teacher liaises with the Pastoral Leads for Lower and Upper Key Stage. To raise a concern further see Appendix 1.

4.4 Name and contact details of the SEND co-ordinator

- Laura Circuit, SENCo Olney Middle School, Yardley Road, Olney, Buckinghamshire MK46 5DZ (01234 711323)
- The SENCo role is a member of the Senior Leadership Team (SLT).

4.5 Information about expertise and training of staff in relation to children with SEND needs and how specialist expertise will be secured.

At Olney Middle school we:

- Regularly audit and review whole staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusion and high quality teaching,
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCo) in providing professional guidance to colleagues and contributing to professional development of all staff,

- Ensure that the SENCo has sufficient designated time to fulfil their role adequately,
 - Ensure that the SENCo is on the SLT, in order to input on whole school strategy with regard to SEN Provision,
 - Ensure the SENCo has completed the National Qualification for SEND Coordination,
 - Ensure all staff (both teaching and non-teaching) have received training to develop their knowledge of the four areas of need and the nature of the difficulties linked to each area.
- The areas of need are listed below and further details found in Section 3.2 of this document:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

4.6 Information about how resources, equipment and facilities to support children with SEND will be secured.

In accordance with the Equality Act 2010 we will make any reasonable adjustments to Olney Middle School. Currently the school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits. There have been improvements to the hall with a sound system to help children with hearing impairments. When children with specific needs of specialist equipment join the school there is a multi-agency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed where appropriate. In addition, appropriate access arrangements will be secured in line with national guidelines.

4.7 Arrangements for consulting with parents

Partnership with parents/carers plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information about their child and can contribute to the shared view of the child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be supported to play an active and valued role in their child's education. The school will always inform parents/carers when their child is receiving help for a special educational need. Class teachers will work closely with parents at all stages in the pupil's education through formal and informal meetings. We ask that parents provide regular updates which will help with the teaching and learning methods, equally Class teachers will provide formal and informal updates. We also provide information about the Parent Partnership Service who Parents may contact for support and advice.

4.8 Arrangements for consulting with pupils with SEND about and involving them in their education

At Olney Middle School we wish to encourage the active participation of every pupil, including all pupils with SEND and we recognise the importance of listening to, understanding and addressing any concerns raised by children themselves.

To do this we will:

- Make arrangements to provide children and their parents/carers with advice and information about matters relating to SEND,
- Ensure decisions are informed by the insights of the children themselves and their parents/carers,
- Inform pupils when the school is making special educational provision for them and have processes in place for the pupils to provide feedback,
- Ensure pupils are aware of the planned support and interventions,
- Ensure a clear date for reviewing progress is agreed and that the parent/carer, pupil and teaching staff are be clear about how they will help the pupil achieve the expected outcomes,
- Inform parents/carers about their rights to request an Education, Health and Care needs assessment,
- Carry out annual reviews through an appropriate person centred planning process,
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year),
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice, pupil forums and school councils.

4.9 Arrangements for dealing with complaints from parents of children with SEND concerning provision made for their education.

See Appendix 1, however, if this issue has not been satisfactorily resolved it may be necessary to follow the Formal Complaints Policy which is available on the School's website or by requesting one from the School Office.

4.10 Involvement of external agencies and bodies in meeting needs of pupils with SEND.

At Olney Middle School we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Specialist Teaching Teams; Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including, social workers and Educational Psychologists. However, contact will only be made with external agencies when parental permission has been sought, unless a Safeguarding issue has been identified.

4.11 Contact details of support services for the parents of pupils with SEND in accordance with Section 32.

At Olney Middle School the SENCo will signpost parents/carers to relevant organisations, services that can provide additional support.

4.12 Transfer arrangements

4.12.1 Transferring into Olney Middle School

We encourage all new children to visit Olney Middle School prior to starting, when they will be shown around the school. For children with SEND we would encourage further visits to assist them. Additional transfer arrangements are made for all SEND children transferring from feeder schools at the end of Year 2. The schools work together to ensure the children acclimatise to Olney Middle School with a number of short visits to experience different times of the school day. Additionally the Year 2 and 3 teachers meet to discuss the needs of the transferring children. Where external professionals are involved, parents will be advised of any changes or recommendations.

4.12.2 Transferring to a new setting

When SEND children are preparing to leave us for a new school or Secondary Education, we arrange additional visits. We liaise closely with the staff of the other school when transferring children to ensure all relevant paperwork is passed on. If the child has complex needs then a Statement or Educational Health Care Plan Review will be used as a transition meeting during which we will invite staff from both schools to attend. The initial transition meeting will take place during the Spring term. Further meetings can be arranged as appropriate.

4.13 Information on where local offer is published.

Further information is available from Milton Keynes Local Offer: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>.

5. Moving to Specialist and external agencies

If, after using high quality teaching targeted at their areas of weakness, the pupil's progress continues to be less than expected, the class teacher, working with the SENCo, the pupil and parents/carers will then complete a FACT (First Assessment Communication Tool), and where appropriate the FACT Plus. Appropriate action will be put into place to assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) Olney Middle School will put in place extra teaching or other rigorous interventions.

6. SEN register

Pupils are only identified as SEND if they do not make adequate progress once they have had relevant interventions and/or adjustments. Then they will be placed on the SEND Register once the class teacher has spoken with the parents and got their approval to do this. When it has been identified that the pupil has higher needs following the review of the FACT or FACT Plus and where only limited progress has been made, then the SENCo will be in contact with the appropriate external agencies and professionals who will be asked to complete specialised assessments.

6.1 Managing Pupils on the SEND Register

Each year the SEND register will be reviewed and revised. When a pupil has made good progress and following consultation with parents/carers and the class teacher the pupil will be removed from the SEND register. However, if at any time in the future it is found that the pupil is not making the necessary progress then they can be placed on the SEND register again, following consultation with all interested parties.

7. Education, health and care needs assessments and plans

Education, Health and Care Plans are for children and young people aged 0-25 and are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence. They are a holistic plan centred on the child's needs that is managed by Milton Keynes Local Authority.

7.1 Requesting an EHC needs assessment

A request for an Education, Health and Care Plan will only be made once two cycles of interventions have been in place; see Appendix 3 A graduated Approach to SEND. The request can be made either through the SENCo to Milton Keynes Local Authority or parents/carers can directly make a request. When requesting an EHC Needs Assessment for a child it is important to not only to submit evidence about the child's needs but also about:

- Interventions and support that have been put in place by the child or young person's setting.
- How progress has been monitored and interventions reviewed.
- Information on how the difficulties impact the child or young person's ability to learn and develop independence.
- What advice has been sought and acted on from external agencies.

See Appendix 2 Useful contacts

7.2 Reviewing an EHC Plan

When an Education, Health and Care Plan has been agreed, there will be a formal annual review meeting.

8. Admission arrangements for children with SEND

See Olney Middle School's Admission Policy

9. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. See Olney Middle School's current Policy on Supporting Pupils with Medical Conditions.

10. Roles and Responsibilities

10.1 Role of the School

Olney Middle School will:

- publish details of SEND provision available through the Local Offer (See Local Offer Appendix 4),
- communicate with parents individually through formal and informal channels,
- maintain a Parent Working Group to share and evaluate ideas and best practise,
- be accountable through Ofsted and the annual report to provide parents with information on their children's progress.

10.2 Role of the SENCo

Olney Middle School has designated a teacher responsible for co-ordinating SEND provision – the SENCo.

- The SENCo is a qualified teacher working at the school. (A newly appointed SENCo will be a qualified teacher and, where they have not previously been the SENCo at that or any other

relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment);

- The SENCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team;
- The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- The key responsibilities of the SENCo may include:
 - overseeing the day-to-day operation of the school's SEND policy,
 - co-ordinating provision for children with SEN,
 - advising on the graduated approach to providing SEND support,
 - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
 - liaising with parents of pupils with SEND when appropriate,
 - liaising with other schools, educational psychologists, health and social care professionals, independent or voluntary bodies and Specialist Teachers when appropriate,
 - being a key point of contact with external agencies, especially the local authority and its support services,
 - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned,
 - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
 - ensuring that the school keeps the records of all pupils with SEND up to date.

10.2.1 Support for the SENCo

To ensure the SENCo carries out their function effectively, Olney Middle School will ensure that the SENCo has sufficient time and resources. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school. Training and support will be available from the Assistant Head teacher (Inclusion) and external agencies. In addition, the postholder will keep up-to-date with local and national developments for SEND.

10.3 The Role of the SEND Governor

- There is a member of the governing body with specific oversight of the school's arrangements for SEND and disability.
- The Governing body will regularly review how expertise and resources, used to address SEND, are being used to build the quality of whole-school provision as part of their approach to school improvement.

11. Storing and managing information

All data is managed and stored in accordance with Olney Middle School's current policies on Safeguarding, Data Protection and E-Safety.

12. Accessibility

See Olney Middle School's current Accessibility Policy.

13. Equality Act 2010

See the Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

14. Dealing with Complaints/resolving Disagreements

See Olney Middle School's current leaflet and policy on Complaints.

15. Bullying

See Olney Middle School's current Anti-Bullying Policy.

Reviewing the policy

This policy was agreed on October 2015 and will be reviewed annually, next review date will be October 2016.

Appendix 1 – Contact Details/How to Raise a Concern or Issues about SEND at Olney Middle School

Initially the point of contact will be the class teacher. Names and contact information can be found on the school website under each Year Group.

Contact	Contact Details	Nature of Contact
Class Teacher	See Website for full email address	As a first point of contact.
SENCo	Laura Circuit misscircuitt@olneymiddle.milton-keynes.sch.uk	Second point of contact for a SEND related issue.
Deputy Head Teacher	Heather Lamble mrslamble@olneymiddle.milton-keynes.sch.uk	Third point of contact.
Head Teacher	Glenn Young mryoung@olneymiddle.milton-keynes.sch.uk	Fourth point of contact.
SEND Governor	Sue Davies mrssdavies@olneymiddle.milton-keynes.esch.uk	Final point of contact.

Appendix 2 – Useful Contacts/ Information

Olney Middle School Website - <http://www.olneymiddle.milton-keynes.sch.uk/>

Olney Middle School Policies - http://www.olneymiddle.milton-keynes.sch.uk/?page_id=7017

Olney Middle School Information Page – <http://www.olneymiddle.milton-keynes.sch.uk/OMSBlog/wp-content/uploads/2011/09/LocalOfferOMSConsultationDocumentApril2015.pdf>

Milton Keynes Council Local Offer: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Milton Keynes Council Education, Health and Care Plans – <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer/further-information-on-the-send-local-offer>

National Association for Special Educational Needs - <http://www.nasen.org.uk/>

We have identified a number of other useful websites, however Olney Middle School are not responsible for the content or accuracy.

British Dyslexia Assoc (BDA) <http://www.bdadyslexia.org.uk/>

* Parents in Touch <http://www.parentsintouch.co.uk/>

* Northants Dyslexia Assoc (NDA) <http://www.northantsdyslexia.co.uk/>

* Understood for Learning and Attention Issues <https://www.understood.org/en>

* MK Send IAS (formerly Parent Partnership) <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service-mk-send-ias-formerly-parent-partnership>

* Dyslexia-SpLD Trust <http://www.thedyslexia-spldtrust.org.uk/>

* Interventions for Literacy <http://www.interventionsforliteracy.org.uk/>

* Gov.UK <https://www.gov.uk/children-with-special-educational-needs/overview>

Books:

* Dyslexia: A Parents' Survival Guide

http://www.amazon.co.uk/Dyslexia-Parents-Survival-Christine-Ostler/dp/1869866134/ref=sr_1_5?s=books&ie=UTF8&qid=1443549405&sr=1-5&keywords=a+parent%27s+survival+guide

Appendix 3 – A Graduated Approach to SEND Support

1 Quality First Teaching

At Olney Middle School there is excellent targeted classroom teaching known as Quality First Teaching, which for a pupil means:

- The teacher has the highest possible expectations for your child and all the pupils in their class.
- All teaching is based on what your child already knows, can do and can understand
- Different ways of learning are in place so that your child is fully involved in learning in class. This may involve using more practical learning strategies.
- The teacher will have checked on all children's progress and may have decided that some children have a gap in their understanding/learning and need some extra support to help them make the best possible progress.
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met with appropriate differentiation.
- Specific strategies (which may have been suggested by the SENCo or outside agencies) are put in place to support your child to learn.
- In addition your child may participate in interventions that take place outside of the classroom. These target specific gaps to enable your child to make progress and will be documented in a Provision Map (either a Group Provision Map or an individual one). A Provision Map specifically shows the main areas where your child will be targeted to make an improvement and what support is available to help them.
- Regularly and carefully the SLT will monitor the quality of teaching for all pupils, including those at risk of underachievement.

2 The Graduated Approach – Assess, Plan, Do and Review

Where a pupil is identified as having SEND, Olney Middle School will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

2.1 Assess

- In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services.
- This assessment will be reviewed regularly (termly). This will help to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

2.2 Plan

- Where it is decided to provide a pupil with SEND support, the parents/carers will be formally notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Individual Provision Map.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.
- Parents will be fully aware of the planned support and interventions and their involvement will be sought to reinforce progress at home.

2.3 Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. In addition, the SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

2.4 Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Olney Middle School will co-operate with the local authority in the review process and may convene and hold annual review meetings on its behalf.

